Building the Curriculum

At

Kirkhill Nursery & Primary School



Strategy Paper

Assessment

***The Principles of Assessment***

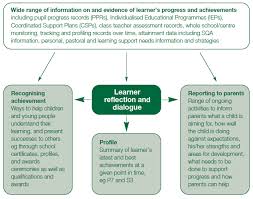
***“Assessment takes place as part of on-going learning, periodically and at points of transition. Assessment involves learners and staff regularly gathering, reflecting on and evaluating evidence of learning to describe learners’ progress and to identify steps for raising their standards of achievement..***

***Reflecting on the principles of Curriculum for Excellence, progress is now defined in terms of ‘how much’ and ‘how well’ as well as of learners’ rate of progress. This approach will promote greater breadth and depth of learning including a greater focus on the secure development of skills and knowledge”***

***Building the Curriculum 5 – A Framework for Assessment***

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**Staff in Kirkhill Primary School will engage with the Assessment Overarching Paper and the accompanying Suite of Resources to continue to develop their professional judgement and moderation practices across the curriculum. This Assessment Strategy Paper is in place to reflect current assessment practices in our classrooms.**

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**Assessing Kirkhill’s Learners**



In Kirkhill Primary School assessment is an integral part of learning and teaching. It begins at the planning process and is planned for in many different ways:

***Assessment of Learning Assessment for Learning Assessment as learning***

Assessment provides valuable information about progress in learning for the learners themselves, teachers and parents. It allows the teacher to set appropriate next steps in learning to ensure all pupils are secure in their breadth and depth of learning. In Kirkhill the learner is at the centre of this process. Approaches promote learner engagement, ensure appropriate support and maximise each child’s potential.

Assessment is seen from the perspective of the learner offering them personalisation and choice in achievement of outcomes and allowing them to demonstrate the application of their skills and knowledge in a range of different ways.

In Kirkhill teaching staff make professional judgements in relation to progress through ongoing daily assessment based on observation and Aifl strategies. They provide opportunities for peer and self-assessment – against agreed success criteria and ensure that assessment is based on ‘real learning in real places’

Staff across all stages refer to the Education Scotland Overarching Paper on Assessment and Assessing Progress and Achievement documents for further guidance ***–*** the core learning on which our assessment evidence is based***.***

**Evidence Gathering**

In order for assessment evidence to be meaningful and useful, the evidence is based on skills development and knowledge within the ***The Benchmark Documents***. A wide range of evidence which demonstrates what a child can write, make, say or do is considered to validate secure learning.

Moderation practices are built in to the school and Cluster calendars to ensure staff have a firm understanding of standards and expectations at each level. Staff plan for assessment and moderation according to the ***Assessment flow chart,*** agreeing the success criteria at the planning stage.

Evidence is gathered across the curriculum according to the school assessment and moderation overview and assessment timetable. **(See Appendix 1 and 2)**.

***Assessment to Support Learning***



***In order to build up an assessment profile – teachers ensure that:***

Learning intentions and success criteria are shared with and generated by learners themselves.

There are high quality interactions between pupils and also with the teacher. This includes open questioning, reflective responses and high quality feedback on learning.

Assessment is deeply rooted in learner conversations and dialogue, some of which is recorded in the child’s profile (Profile Jotters/Review Jotters/Didbook Profiles (P7)/Learners Journeys) – **to be developed during Session 2017-2018.**

At all times accurate feedback based on how much / how well pupils have learned is shared with learners, sometimes during the plenary session and at other times during the learning process.

Teachers evaluate daily, as part of the responsive planning process and plan for reinforcement, differentiation or interventions timeously for learners who need this.

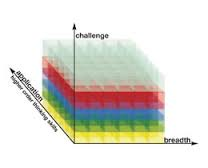


**Tracking and Monitoring of Pupils’ Progress**

Tracking and monitoring of progress is the responsibility of all in Kirkhill Primary School. Regular Excellence and Equity Meetings are held between staff and SLT to discuss differentiation, interventions and support for identified children (those require support and/or challenge). This ensures that the SLT have a sound knowledge and understanding of attainment across the whole school. SLT also meet regularly with the Additional Support Needs Co-ordinator to review and evaluate support arrangements for those who require more targeted interventions. Annual summative assessment data is analysed and whole school, class, group or individual interventions are put in place where necessary. Pupil Support Workers are deployed in a ‘needs based’ approach, working with pupils with additional support needs.

Pupils now have more involvement in tracking and monitoring their own progress through agreed targets within their personal profiles.

**Breadth, Challenge and Application of Learning**

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When discussing progress and achievement all staff report to parents in terms of ***Breadth, Challenge and Application of learning.*** They use a body of evidence and a range of moderation practices in order to make this professional judgement. They also engage with the ***Education Scotland***  ***Benchmarks***  to review the key elements of each subject against breadth, challenge and application of learning.

In simplistic terms:

**Breadth** means that learners are able to:

* Cope with an increasing number of Experiences and Outcomes
* Develop critical literacy in a range of contexts
* Demonstrate increasing skills and confidence in a range of presentations and performances in familiar and routine contexts

**Challenge** means that learners are able to:

* Work with increasing independence
* Cope with longer and more complex tasks
* Show increasing detail, complexity and accuracy of responses to stimuli
* Develop higher order thinking skills
* Work with open-ended questions and tasks

**Application** means that learners are able to:

* Apply literacy skills across curricular areas and in real and meaningful contexts
* Use numeracy and mathematical skills in other curriculum areas
* Use their knowledge of Social Studies to participate in today’s society
* Demonstrate an appreciation and understanding of cultural identity

These terms are not used explicitly when reporting to parents on progress. Instead the teacher will report on what this terminology looks like in each subject area.

**Involving all Stakeholders in Assessment**

Pupils at all stages have regular experience of self and peer assessment as an integral part of the learning process. Teachers involve them in regular dialogue about the learning process and through the use of quality feedback, ensure that all learners are aware of what they need to do to improve.

Parents are involved in the assessment process through engagement with pupil profiles at parent consultation evenings. They are active contributors to the profile through recognition of wider achievement. Tangible progress in breadth and depth of learning across each level is evidenced through the profiling process.

**Assessment to validate secure learning within a level**

All Practitioners within Kirkhill will make professional holistic judgements about the achievement of a level across each curricular area.

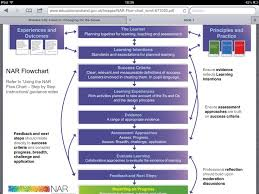
To enable this, learners will require to demonstrate that they can:

* Use a significant body of knowledge
* Use a range of skills effectively
* Work with independence
* Respond consistently well to challenging learning experiences
* Apply their learning in new and unfamiliar contexts

Judgement of achievement of a level will not be based on single outcomes or a single piece of work. Instead staff will gather evidence directly related to the ***assessment benchmarks*** to evidence the necessary ***breadth, challenge and application of learning*** before a secure and validated judgement is made using the **Education Scotland Benchmarks.**

Evidence will be moderated with colleagues across the school in order to share standards and ensure high expectations.

We acknowledge that some children may achieve and progress more quickly in one component of learning than another. Progress, therefore will be reported to parents, pupils and SLT using appropriate language to support this.



**Curriculum for Excellence Areas:**

* Literacy and English (including Modern languages)
* Numeracy and Mathematics
* Health and Wellbeing (Including PSD / P.E.)
* Social Studies
* Expressive Arts (Drama, Music, Art & Design)
* Technologies
* Religious and Moral Education

**Proposed Assessment Samples Timetable**

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| --- | --- | --- | --- |
| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Literacy and English**  Personal Writing | **Literacy and English**  Functional Writing  Reading skills Assessment | **Literacy and English**  Imaginative Writing  Reading skills  Assessment | **Literacy and English**  Pupil Choice of Writing |
| **Numeracy and Mathematics**  Ongoing class work | **Numeracy and Mathematics**  Problem Solving | **Numeracy and Mathematics**  Application of skills assessment (Real Life Context) | **Numeracy and Mathematics**  Summative Assessment |
| **Expressive Arts**  Art and Design | **Health and Wellbeing** | **Religious and Moral Education** | **Technologies** |
| **Social Studies and Science**  Opposite to Term 4 | **Expressive Arts**  Drama / Music  Opposite to Term 3 | **Expressive Arts**  Drama / Music  Opposite to Term 2 | **Social Subjects and Science**  Opposite to Term 1 |

Assessments should be built in to the planning process and must reflect a balance of

**Write / Make / Say / Do**

**Assessment Strategy – Kirkhill Nursery Class**

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In order to ensure that curriculum transition procedures and programmes effectively meet the needs of all learners, including those with additional support needs staff within the Early Level plan collaboratively to ensure continuity and progression in learning.

**Planning:**

During weekly planning meetings staff identify which Experiences and Outcomes (CfE) in Literacy, Numeracy, Health and Wellbeingand other curricular areaswill be covered through the Consultative Plan which is child led. At this stage they also plan for breadth and depth of learning across the wider curriculum. They plan for stimulating, motivating experiences and outcomes which can be delivered effectively through play and active learning.

**Assessment of Progression in Learning**

Staff will plan for activities which take account of Building the Ambition Drivers which can be covered during group time. The staff member leading each group will incorporate quality observation and note taking on children’s progress. Tracking information on where children are in the learning progress is gathered at termly Excellence and Equity meetings (in line with practice from N-P7). This tracking and monitoring process will also ensure that early interventions can be put in place timeously to address potential barriers to learning.

Nursery staff will also take time daily to make quality observations of their key group in a variety of play situations to ensure assessments are carried out within the wider curriculum. Next steps for consultative planning will be noted on an ongoing basis to reflect children’s development.

Staff will also assess learning through learner conversations deeply rooted in play activities. Through the use of open questions staff will establish and record learner conversations to validate progression.